

Pelion Elementary

1202 Pine Street
Pelion, South Carolina 29123

Grades	K-4 Elementary School	
Enrollment	941 Students	
Principal	Ms. Catherine M. Hodge	803-894-2000
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	27	62	10	1

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Average	No
2004	Good	Good	No
2005	Good	Good	No

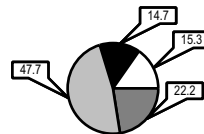
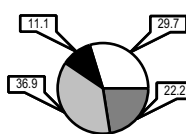
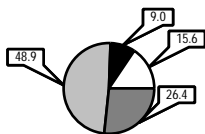
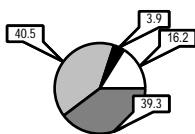
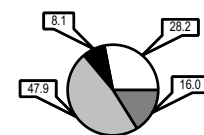
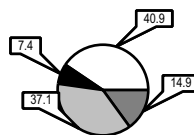
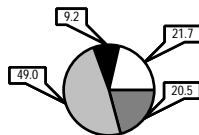
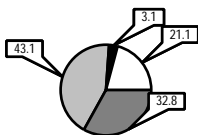
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	359	100.0	16.2	40.5	39.3	3.9	54.7	Yes	Yes
Gender									
Male	178	100.0	20.2	39.3	38.0	2.5	50.3		
Female	181	100.0	12.4	41.8	40.6	5.3	58.8		
Racial/Ethnic Group									
White	324	100.0	15.3	40.2	40.2	4.3	55.5	Yes	Yes
African American	18	100.0	27.8	38.9	33.3	0.0	50.0	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	25.0	41.7	33.3	0.0	41.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	289	100.0	10.5	39.8	45.1	4.5	61.7		
Disabled	70	100.0	38.8	43.3	16.4	1.5	26.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	359	100.0	16.2	40.5	39.3	3.9	54.7		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	15.9	40.4	39.8	4.0	55.4		
Socio-Economic Status									
Subsidized meals	222	100.0	21.3	41.6	36.1	1.0	46.5	Yes	Yes
Full-pay meals	137	100.0	8.4	38.9	44.3	8.4	67.2		

Mathematics – State Performance Objective = 36.7%									
All Students	359	100.0	15.6	48.9	26.4	9.0	55.9	Yes	Yes
Gender									
Male	178	100.0	18.4	45.4	24.5	11.7	57.1		
Female	181	100.0	12.9	52.4	28.2	6.5	54.7		
Racial/Ethnic Group									
White	324	100.0	14.0	48.8	27.9	9.3	57.8	Yes	Yes
African American	18	100.0	33.3	50.0	5.6	11.1	44.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	33.3	50.0	16.7	0.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	289	100.0	10.5	48.1	30.5	10.9	62.4		
Disabled	70	100.0	35.8	52.2	10.4	1.5	29.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	359	100.0	15.6	48.9	26.4	9.0	55.9		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	100.0	15.3	48.9	26.6	9.2	56.6		
Socio-Economic Status									
Subsidized meals	222	100.0	17.8	51.5	22.8	7.9	50.5	Yes	Yes
Full-pay meals	137	100.0	12.2	45.0	32.1	10.7	64.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	359	99.7	29.5	37.0	22.3	11.1	33.4
Gender							
Male	178	100.0	28.8	37.4	20.9	12.9	33.7
Female	181	99.5	30.2	36.7	23.7	9.5	33.1
Racial/Ethnic Group							
White	324	100.0	26.2	38.5	22.9	12.3	35.2
African American	18	100.0	72.2	16.7	11.1	0.0	11.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	93.3	45.5	36.4	18.2	0.0	18.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	289	99.7	23.8	37.7	25.3	13.2	38.5
Disabled	70	100.0	52.2	34.3	10.4	3.0	13.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	359	99.7	29.5	37.0	22.3	11.1	33.4
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	99.7	28.8	37.1	22.7	11.3	34.0
Socio-Economic Status							
Subsidized meals	222	99.6	36.3	38.3	18.4	7.0	25.4
Full-pay meals	137	100.0	19.1	35.1	28.2	17.6	45.8

Social Studies							
All Students	359	99.7	15.1	47.9	22.3	14.8	37.0
Gender							
Male	178	100.0	17.8	41.1	21.5	19.6	41.1
Female	181	99.5	12.4	54.4	23.1	10.1	33.1
Racial/Ethnic Group							
White	324	100.0	15.0	46.5	23.9	14.6	38.5
African American	18	100.0	22.2	55.6	11.1	11.1	22.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	93.3	0.0	81.8	0.0	18.2	18.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	289	99.7	10.6	48.7	23.8	17.0	40.8
Disabled	70	100.0	32.8	44.8	16.4	6.0	22.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	359	99.7	15.1	47.9	22.3	14.8	37.0
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	99.7	15.3	47.2	22.7	14.7	37.4
Socio-Economic Status							
Subsidized meals	222	99.6	16.4	51.2	22.4	10.0	32.3
Full-pay meals	137	100.0	13.0	42.7	22.1	22.1	44.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	179	100.0	12.5	38.1	42.0	7.4	49.4
	4	181	100.0	19.0	41.9	38.0	1.1	39.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	179	100.0	14.7	34.1	44.1	7.1	51.2
	4	180	100.0	17.8	47.2	34.4	0.6	35.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	179	100.0	16.5	54.5	21.6	7.4	29.0
	4	181	100.0	15.1	46.9	22.9	15.1	38.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	179	100.0	14.1	55.3	22.4	8.2	30.6
	4	180	100.0	17.2	42.3	30.7	9.8	40.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	179	100.0	25.9	37.6	25.3	11.2	36.5
	4	180	99.4	33.3	36.4	19.1	11.1	30.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	179	100.0	10.0	44.1	25.9	20.0	45.9
	4	180	99.4	20.4	51.9	18.5	9.3	27.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 941)				
First graders who attended full-day kindergarten	60.8%	Down from 68.0%	100.0%	100.0%
Retention rate	3.6%	Up from 3.5%	3.8%	3.0%
Attendance rate	95.6%	Up from 94.9%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 3.1%	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 3.1%	3.3%	3.2%
Eligible for gifted and talented	9.2%	Down from 13.5%	10.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Down from 9.5%	9.0%	8.2%
Older than usual for grade	0.2%	No change	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 73)				
Teachers with advanced degrees	46.6%	Up from 43.1%	51.2%	52.6%
Continuing contract teachers	84.9%	Up from 84.7%	84.2%	83.3%
Highly qualified teachers	94.2%	Down from 95.5%	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 82.3%	87.3%	87.0%
Teacher attendance rate	95.2%	Up from 94.4%	94.7%	95.0%
Average teacher salary	\$39,110	Up 1.2%	\$41,504	\$41,703
Prof. development days/teacher	9.3 days	Down from 11.5 days	13.1 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 15.2 to 1	18.4 to 1	18.8 to 1
Prime instructional time	89.5%	Up from 87.6%	89.1%	89.8%
Dollars spent per pupil*	\$6,572	Up 2.7%	\$6,026	\$6,242
Percent of expenditures for teacher salaries*	67.0%	Up from 66.3%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Pelion Families:

Our school motto "Where Pride Example Shows" is a belief shared by all Pelion Elementary School stakeholders. Our goals and objectives reflect our emphasis on learning and caring. Our students are challenged academically to ensure that we, as a learning community, are meeting our own expectations for improvement. All staff members adhere to this philosophy.

We worked this year to build on a community of teacher learners through the South Carolina Reading Initiative. We realize that by continuing to learn we benefit our students by moving them further along the educational learning continuum.

The achievement goal for meeting the requirements of the No Child Left Behind Act for Adequate Yearly Progress is that all students will achieve at the "Proficient" level or above. To reach this goal, our teachers are always looking for ways to enhance their professional skills. Our faculty dedicates many long hours to ensure our continued success. We support our teachers in their professional development.

One hundred percent of our teachers completed and passed the district's Technology Computer Competency Assessment. Several of our teachers are working on getting their master's degree in elementary education from Lander University. Some of our teachers completed the requirements for National Board Certification and are awaiting their test results. Others are just beginning the process.

Pelion Elementary School was named a Palmetto Silver Award school for recognition in the area of student achievement.

A barrier to our students' and our school's success is attendance. Thanks to everyone's hard work, our students continue to show improvement in this area — a major goal to enable us to meet the requirements of Adequate Yearly Progress (AYP). Our average daily attendance for school year 2003-2004 was 94.23 percent. School year 2004-2005 saw an increase to 95.65 percent — sufficient for meeting AYP in the area of attendance. With the help and assistance of our Title I project, we have added the services of a parent liaison whose major responsibility is contacting the parents of absent students and communicating with them the importance of school attendance. This way we are able to see patterns of non-attendance and address them with individual families.

Pelion Elementary takes pride in being a community neighborhood school. Many school-wide family activities enhance this feeling of community. Our special needs students and their teachers have created "The Freedom Garden Learning Center." This center won the National Women's Garden Club sponsor award "The Power of One" and the garden award.

Our school families, Parent Teacher Organization and School Improvement Council continue to stress the importance of working together and nurturing positive school/home relationships. We are confident that this will help prepare our children for a brighter future.

Sincerely,
Catherine Hodge, Principal
Tim West, Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	81	159	132
Percent satisfied with learning environment	90.1%	92.4%	87.1%
Percent satisfied with social and physical environment	93.8%	93.7%	88.5%
Percent satisfied with school-home relations	74.1%	94.3%	77.7%

*Only students at the highest elementary school grade level at this school and their parents were included.